Academic Learning:

developing and excelling at a course of study that provides both breadth and depth combining academic strengths, interests, and specialized knowledge in the context of career aspirations

Reflection/Assessment:

Choose one of the following options:

1. Complete EPSY 210 Career & Life Planning at The University of Kansas with a passing grade (fall 2015 or later).

   OR

2. Complete LA&S 475 Professional Career Management at The University of Kansas with a passing grade (fall 2015 or later).

   OR

3. Complete the online learning module in Blackboard and submit (in Blackboard) a well-developed, 5-paragraph reflection that contains the following sections:

   Introduction (Paragraph 1):
   
   o Draw the reader in.
   o State the thesis statement.
   o Transition to body of the reflection.

   An understanding of the concepts of breadth and depth based on the articles you read (Paragraph 2):

   o Concisely summarize the main topics from the articles you read and video(s) you viewed, focusing on the concepts of breadth and depth related to academic learning.

   Information on how the concepts of breadth and depth apply to your academic pursuits (Paragraph 3):

   o Refer to the information summarized in paragraph two.
o Reflect on your own academic experience.
  o Explain the breadth and depth of your academic experience thus far and, if applicable, how you anticipate breadth and depth in your future academic learning.

An explanation of how your academic efforts are going to position you for future professional opportunities (Paragraph 4):
  o Refer to information summarized in paragraph three.
  o Demonstrate how the depth and breadth of your academic knowledge will help you achieve your specific career goals.
  o If applicable, explain any areas in which you may be lacking academic knowledge that could be beneficial in achieving your career goals, and state how you plan to gain that knowledge.

Conclusion (Paragraph 5):
  o Transition to the closing of your reflection.
  o Reiterate any important findings/information/reflection, etc.
  o Provide a definite end to your content.
Rubric: In order to successfully complete this dimension, you must earn at least an average score of 4.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1-Beginner</th>
<th>2-Novice</th>
<th>3-Intermediate</th>
<th>4-Advanced</th>
<th>5-Expert</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>There is not a clear introduction of the main topic or structure of the paper. Does not include all the necessary elements of an introductory paragraph.</td>
<td>The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. Does not include all the necessary elements of an introductory paragraph.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. Includes most necessary elements of an introductory paragraph.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, and is somewhat inviting to the reader but could be more intriguing. Includes all necessary elements of an introductory paragraph.</td>
<td>The introduction is inviting, states the main topic and previews the structure of the paper. Includes all necessary elements of an introductory paragraph.</td>
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<td><strong>Organization</strong></td>
<td>Many details are not in a logical or expected order. Writing has little to no organization. Supportive sentences do not clarify and explain the topic sentence.</td>
<td>Some details are not in a logical or expected order, and this distracts the reader. Supportive sentences do not always clarify and explain the topic sentence.</td>
<td>Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. Supportive sentences clarify and explain the topic sentence most of the time.</td>
<td>Details are placed in a logical order, but transitions could be stronger. Supportive sentences clarify and explain the topic sentence.</td>
<td>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. Supportive sentences clarify and explain the topic sentence.</td>
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<td><strong>Focus on Topic</strong></td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
<td>Main idea is somewhat clear but there is a need for more supporting information.</td>
<td>Main idea is clear but the supporting information is general.</td>
<td>Main idea is clear and most supporting information is strong; however, some supporting material could be more specific.</td>
<td>There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.</td>
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<td><strong>Conclusion</strong></td>
<td>There is no clear conclusion, the paper just ends. Does not include all the necessary elements of a closing paragraph.</td>
<td>The conclusion is recognizable, but does not tie up several loose ends. Does not include all the necessary elements of a closing paragraph.</td>
<td>The conclusion is recognizable and ties up almost all the loose ends. Includes most of the necessary elements of a closing paragraph.</td>
<td>The conclusion is recognizable and ties up almost all the loose ends. Includes all of the necessary elements of a closing paragraph.</td>
<td>The conclusion is strong and ties up all loose ends. Includes all the necessary elements of a closing paragraph and represents definite closure.</td>
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